

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maple Elementary School	56 73759 6055909	September 4, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Maple Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- ATSI

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Maple Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

ATSI

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Maple Elementary School opened its doors in 1970 and is home to about 220 students and over 60 staff members. Maple has been an integral part of the community and is located on a large, beautiful, split-level site in an established residential area. Surrounded by a neighborhood constituted of families and local businesses, Maple Elementary School is a neighborhood school with strong community roots. The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement: Maple Elementary School is dedicated to creating socially conscious student leaders and independent students, supported by our school community, in an inclusive school environment, where every student demonstrates kindness, acceptance, and inclusion. We continue to promote increased collaboration among our students and teachers receiving services in both specialized academic instruction and general education classrooms, as well as every student having a seat in the general education classroom, with access to grade level peers through intentional planning by both the SAI and GE teacher. We are dedicated to promoting a least restricted environment for each of our students at Maple and to promoting a growth mindset so students can focus on the journey of learning and developing skills, rather than getting a letter grade.

Our goals for the 2024-2025 school year will focus on providing all children with significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. As we begin the 2024-2025 school year, we will continue to focus on Parent and Family Engagement, as we increase opportunities for parents to engage with students on campus during the school day, as well as during after school events. We continue to focus on a school community where diversity, equity, and inclusion drives our decisions and actions, where all are welcome and accepted, and where students feel validated for who they are. We also strive to offer enrichment programs that maximize student engagement and invite students to imagine the possibilities for their future, as "Maple is a Magical Place. We are making TOMORROW." We continue to provide all students with access to 1:1 technology, ongoing monitoring and support of social emotional learning, and working with families to identify and address barriers to attendance, student health, and family access to resources and support, so that students can maximize their ability to engage and thrive in our school setting. When one of these areas is lacking, learning loss is negatively impacted. We are called to respond urgently to the learning loss of our students, as we strive to provide the whole child and family with what is needed, so that students are successful.

Maple Elementary is a School-wide Title 1 school, and we are confident that this school-site model strongly supports for ALL students (including GATE, EL, SED, SWD, Homeless/Foster Youth, and African American) in achieving to their

greatest abilities, through our focused goals and actions. Our focus as a Title1 school is to engage all of our parents, students, and families in academic and social events, education, and experiences that bring our school community together. Events such as our monthly Family Picnic have drawn a huge crowd of between 80-140 family members each month, as we invite families to join our Maple Mustangs for lunch and recess. We will continue to host Parent and Family Education Nights, such as Robotics, Engineering, and Reading, Back to School Night, and Open House, as well as social nights, such as Bingo, School Dances, Movie Night, Trunk or Treat, and Family Day.

Our 24-25 School Goals support our CVUSD District LCAP Goals of Implementing targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. In order to challenge all students to excel in learning during the 2024-2025 school year, our Maple Teachers met twice together as a Team in the summer of 2024 and determined that it was time to shift from working in grade levels to looking at a school-wide philosophical shift on how instruction is delivered to Maple students. The teachers are exploring one option of using integrated, thematic, project-based instruction throughout the year, that will support presentations of learning through school-wide use of Portfolios, and was inspired by our teachers learning about the 8 Multiple Intelligences: Verbal-Linguistic/ Word Smart, Visual - Spatial/ Art Smart, Mathematical -Logical/ Math Smart, Musical-Rhythmic/Music Smart, Bodily- Kinesthetic/ Body Smart, Interpersonal/People Smart, Intrapersonal/Self-Smart, and Naturalistic/Nature Smart. Studying the 8 Multiple Intelligences reminded us that it was important to expose our students to all the intelligences when approaching teaching and learning, and that it was important for students to be able to show their understandings in a variety of ways, outside of traditional paper/pencil. Another important outcome of this approach was a reminder that elementary students are still growing in their interests, and that it is our responsibility to provide students opportunities to be exposed to all intelligences, whether or not they excel at this time in individual intelligences. We also learned how the intelligences lead to certain careers and we reviewed the careers that are linked to the intelligences. Since the elementary years set the stage for students to further their passions in a variety of directions, our commitment to teaching in a thematic, project-based and integrated way, inspired by the 8 Multiple Intelligences, will inspire students to grow, thrive, and engage in ways that they had not previously been able to explore in a school-wide experience. Our outcome will result in increased engagement, higher level thinking, and increased student and social achievement. Because one of our Maple Teachers already teaches using this approach of integrated, thematic, project-based instruction throughout the year, and her first graders present learning through portfolios, hands on projects, and videos, she will collaborate with the principal to lead our staff in pre-identify themes throughout the year, and engage students in a variety experiences (integrated/project based) that would result in student reflection through written work samples in portfolios. Teachers left planning meetings inspired and engaged in this approach to learning using thematic, integrated, project-based learning, using portfolios. Our Art teacher, STEAM Teacher, PE Teacher, Music Teacher, Counselors, will all work together to support the themes grade levels have identified, so that a master plan by month and theme will be developed and published, and integrated into all areas on campus, with engagement by all support staff. Teachers discussed meeting throughout the year to explore other options for schoolwide direction that will engage our students. As we began the school year, our school team came together to dig deeper into whether this was the school wide direction we wanted to go moving forward. We are dedicating our staff meeting to continued discussions about possible directions that we can work toward as a collaborative staff.

Maple English Learners were identified in the 2023 Dashboard as being Green for English Learner progress. Because we are not satisfied with the number of English Learners who made at least one year's growth in the 2023-2024 school year, as well as the number of EL students who were redesignated to be fluent English speakers, we decided to return to a school-wide delivery of Designated ELD, rather than having each teacher determine the best time for them to deliver this instruction. The structure will identify a consistent time by grade level for LEAD to take place (Learning Enrichment and Academic Development), where the grade level team, along with reading and math academic specialist, will work together during the common 30 minutes of time, to group students according to specific learning targets, including Designated ELD instruction. We believe the outcome of using this structure will improve academic reading and math achievement, as well as increased growth in English Language Levels.

Maple Elementary is in its second year in ATSI for Chronic Absenteeism specifically for Students with Disabilities. During the 2023-2024, we did improved overall chronic attendance by about 3%, but it is not near the 10% Chronic absenteeism goal that we wanted to achieve. Our Subgroup data for Chronic Absenteeism for the 23-24 school year was:

- 30/68 students( 44%) of students with Chronic Absenteeism were Students With Disabilities (22-23: Dashboard: Red)

A breakdown of 2023-2024 Data on Students with Disabilities painted this picture:

- 20/68 students(29%) of students with Chronic Absenteeism were Students With Disabilities from SDC classrooms
- 10/68 students (15%) of students with Chronic Absenteeism were Students With Disabilities who attended Learning Center

During the 2024-2025 school year, some or all of the following actions are specifically meant to address and improve Chronic Absenteeism for Students with Disabilities in accordance with ATSI:

We will be providing parents an attendance guidelines book for their reference on what is expected with attendance, in addition to sending home a monthly report of student attendance throughout the school year, so that this may result in a reduced number of unexcused or truant absences.

We will continue to have the school attendance counselor work with individuals and small groups of students to support academic success and barriers to attendance, in addition to working closely with parents through collaborative meetings and attendance processes such as SART meetings.

We will also provide students with monthly attendance certificates, weekly attendance awards by picking names of students in attendance that day, continued consistent messages in the parent newsletter on attendance, as well as hosting parent meetings to discuss attendance and to teach parents how to access attendance in the Parent Portal. It is also important for us to reach out to the students who were Chronic during the 23-24 school year, so parents are clearly aware of the data from last year and are working with us from the beginning of the year to help their students attend school consistently.

A focus on Diversity, Equity, and Inclusion continue to be an important part of our Maple Culture.

#1 DEI Goal: Develop and implement diverse and inclusive instruction and curriculum, and teaching practices (During 2024-2025, Maple will continue to work with our Inclusion specialist and District BCBA to implement inclusive practices that will support our students with Autism (Moderate /Severe) to increase engagement during specialist classes and in the general education setting.)

#2 DEI Goal: All Latino/a/x students will have the opportunity for an educational experience centered in excellence, academic rigor, and culturally responsive approaches. ( Implementation of School-Wide LEAD/ Designated ELD, focused intervention, opportunities for participation in ELOP, 1st-4th Music/5th grade Chorus/Band/Strings, and school wide implementation of integrated, thematic project-based instructions using portfolios)

#4 DEI Goal: Foster a welcoming and inclusive school: Circle of Friends, Unified Sports Days, Unified Champion School, focus on Kindness, Acceptance, Inclusion, participate in Unity Day, Kindness Week, and Inclusive Schools Week, implementation of HOUSE System ( House of Friendship, House of Courage, House of Integrity)

# 5 DEI Goal: Support equitable outcomes for all students: ( Implementation of School-Wide LEAD/ Designated ELD, focused intervention, opportunities for participation in ELOP, 1st-4th Music/5th grade Chorus/Band/Strings, and school wide consistent focus on instructional practices determined by the staff.

Students at Maple continue to hear that they are, " Squirt, Squirt, you are fantastic!" Students are greeted by staff at one of the three entrances to our campus, each morning. We shifted from high fives being given walking in and out of Maple, to greeting students each morning. We want our Maple students to know that Maple is a learning place and that each student is an important part of our Maple Mustang family, where their job is to do their best, work hard, stick with it, and show kindness, acceptance, and include others. One of the important pledges that all Maple students learn and recite throughout the year, is our Maple Pledge: "I pledge to myself to be my best, to do this every moment I can. If I make a mistake, I forgive myself, and move on. I am neat, kind, and a hard worker. I am lovable, capable, and proud to be me. I am a Maple Mustang, and I model the way to succeed. We are proud to be Maple Mustangs! We also promote our school song written by a former Maple Teacher with the words," Maple School is a great place. Students and teachers work at a fast pace. We are the best in every way. Maple Mustangs we all say. Colors worn, all blue and white. We have fun. We're out of sight. So, if you stay with us a while, we will treat you Maple style. You will be a Mustang Pal. Maple Mustangs, Wow! Wow! Wow!"

## Educational Partner Involvement

How, when, and with whom did Maple Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Our 2024-2025 Maple SPSA was developed in collaboration with our School Committees/ Stakeholders and School Staff during the spring, summer, and beginning of the 2024-2025 school year. WOur School Site Council met on May 2, 2024 and confirmed that we will continue the same goals and spirit of the SPSA from the 23-24 school year for the 2024-2025 school year. During our June 11 staff meeting, we also reviewed the SPSA Goals and agreed to continue the spirit of the SPSA for the 2024-2025 school year. In August, 2024, our new SPSA Team had time to review an electronic draft of the SPSA in order to provide feedback at our first School Site Council Meeting held on September 4, 2024. We had a robust discussion about Attendance and the best ways to support our parents in understanding the different terms used to describe attendance, such as the definitions of Average Daily Attendance and its relationship to Chronic Attendance, as



well as understanding what is excused and not excused, and the meaning of Truancy. We decided that it is important to send parents a copy of their child's attendance on a monthly basis, along with a paper describing the definitions of all of the terms for their reference. This will be sent home, in addition to exploring the option of providing parents with an attendance booklet that can be used as a reference for definitions, as well as the attendance line and information about Independent Study. The School Site Council Committee and staff approved the SPSA Goals and provided feedback, allowing for a draft of actions to be developed during the summer, in anticipation of presenting the draft of proposed actions to the new 24-25 SSC Team, following a strong recruitment of new members.

Since Maple has a student body of 212 students as of August 24, the SSC membership needs to be the principal, one teacher (filled), one School staff member (filled), and three parents (right now, we have two parents). As we began the 2024-2025 school year, we lost two SSC members as a result of family changes in schools. We recruited at Back to School Night and in our Parent Newsletter during the Summer. We continue to recruit for the open positions. Our first meeting of the school year was dedicated to reviewing the draft of the SPSA in order to make revisions, completing the rubric, and signing the document. We will continue to revisit the SPSA each month in order to determine if the actions are supporting us in meeting our goals, as well as removing and adding additional actions that we feel will benefit our students and families as we meet our goals. We will continue to invite all of our parent committee members to join our School Site Council, in addition to any parent or community member who would like to join our Team. The SSC will review the draft of the SPSA and revise as needed throughout the school year, as we review the intended actions that we have completed and the intended actions we no longer feel fit our goals during our monthly meetings. As of September 1, our School Site Council Team of two parents and three staff members, including the principal, will be supporting the work of our school this year.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Maple Elementary is in its second year in ATSI for Chronic Attendance.

The inequity that contributed to the gap in attendance for our Students with Disabilities was that we did not spend enough time and energy targeting the attendance of Students with Disabilities, or providing support and education to our parents, teachers, and staff in regard to addressing health and mental health barriers that may have prevented Students with Disabilities from attending school on a regular basis.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

All students at Maple Elementary scored Red in Chronic Absenteeism and Orange in English Language Arts.

English Learners at Maple Elementary scored Orange in Chronic Absenteeism and Red in English Language Arts.

Socio-Economically Disadvantaged Students at Maple Elementary scored Orange in Chronic Absenteeism and English Language Arts.

Students with Disabilities at Maple Elementary scored Red in Chronic Absenteeism.

Hispanic students at Maple Elementary scored Orange in Chronic Absenteeism, English Language Arts, and Mathematics.

White students at Maple Elementary scored Red in Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In the area of Suspension Rate, English Learners at Maple Elementary scored two performance levels below All Students who scored Green. (.4% EL was suspended for one day- Dashboard is Green for all students at Maple Elementary)

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Maple Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.67%	1.26%	1.89%	4	3	4
African American	0.42%	0.84%	%	1	2	
Asian	5.02%	5.44%	6.13%	12	13	13
Filipino	%	0%	%	0	0	
Hispanic/Latino	41.84%	43.1%	44.81%	100	103	95
Pacific Islander	%	0%	%	0	0	
White	45.19%	41.84%	41.04%	108	100	87
Multiple/No Response	5.86%	7.53%	6.13%	14	18	13
<b>Total Enrollment</b>				239	239	212

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	42	50	33
Grade 1	43	37	29
Grade 2	31	43	35
Grade3	41	31	35
Grade 4	44	38	22
Grade 5	38	40	34
<b>Total Enrollment</b>	239	239	212

#### Conclusions based on this data:

1. There is an overall decrease in enrollment, consistent with the district decrease in enrollment, due to movement out fo state, movement our of the Conejo Valley Boundary, and the decision for students to enroll in alternative learning settings.
2. Our enrollment has increased in the number of students who are non white, representing 58.16% of our student body.
3. The number of African American students at Maple has remained at under 1%.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	67	67	58	25.3%	28.0%	27.1%
Fluent English Proficient (FEP)	11	11	12	4.4%	4.6%	5.7%
Reclassified Fluent English Proficient (RFEP)				11.1%		

### Conclusions based on this data:

1. 2024 ELPAC Data overall growth shows that 8 students increased by 1 Language Level, 22 students stayed the same, and 11 students lost one level, 12 students were newcomers, and 9 students have minimal language due to language disability.
2. 2024 ELPAC scores show that 9 students scored at level 1, 16 students scored at level 2, and 16 students scored at level 3.
3. One student was reclassified in 2023-2024, based on 2024 ELPAC.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	24	35	36	24	30	36	24	30	97.3	100.0	86
Grade 4	41	36	22	41	34	19	41	34	19	100.0	94.4	86
Grade 5	35	38	34	34	38	29	34	38	29	97.1	100.0	85
All Grades	113	98	91	111	96	78	111	96	78	98.2	98.0	86

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2453.	2494.	2434	41.67	66.67	37	19.44	16.67	17	22.22	0.00	23	16.67	16.67	23
Grade 4	2468.	2443.	2517	24.39	17.65	47	21.95	23.53	32	21.95	23.53	5	31.71	35.29	16
Grade 5	2513.	2485.	2501	26.47	18.42	24	26.47	28.95	28	23.53	7.89	17	23.53	44.74	31
All Grades	N/A	N/A	N/A	30.63	30.21	35	22.52	23.96	24	22.52	11.46	17	24.32	34.38	24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.89	*		47.22	*		13.89	*	
Grade 4	24.39	17.65		68.29	55.88		7.32	26.47	
Grade 5	26.47	21.05		50.00	50.00		23.53	28.95	
All Grades	29.73	29.17		55.86	46.88		14.41	23.96	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.44	*		58.33	*		22.22	*	
Grade 4	12.20	14.71		56.10	55.88		31.71	29.41	
Grade 5	20.59	18.42		61.76	47.37		17.65	34.21	
All Grades	17.12	22.92		58.56	48.96		24.32	28.13	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.22	*		66.67	*		11.11	*	
Grade 4	17.07	8.82		70.73	67.65		12.20	23.53	
Grade 5	11.76	18.42		82.35	65.79		5.88	15.79	
All Grades	17.12	21.88		72.97	62.50		9.91	15.63	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.78	*		55.56	*		16.67	*	
Grade 4	12.20	8.82		73.17	67.65		14.63	23.53	
Grade 5	23.53	5.26		67.65	60.53		8.82	34.21	
All Grades	20.72	16.67		65.77	57.29		13.51	26.04	

**Conclusions based on this data:**

1. Spring 2023 CAASPP ELA Grade 3 scores decreased from 83.4% to 53% in Spring 2024.
2. CAASPP Cohort data showed that Spring 2023 Grade 3 scores decreased from 83.4% in Spring 2023 to 79% in Spring 2024, which was within 4%.
3. CAASPP 4th grade ELA proficiency in grades 4 and 5 increased from Spring 2023 to Spring 24 by 37% in 4th grade and 5% in 5th grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	24	35	36	24	30	36	24	30	97.3	100.0	86
Grade 4	41	36	22	41	34	19	41	34	19	100.0	94.4	86
Grade 5	35	38	34	34	38	29	34	38	29	97.1	100.0	85
All Grades	113	98	91	111	96	78	111	96	78	98.2	98.0	86

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2459.	2493.	2440	27.78	58.33	23	41.67	25.00	30	11.11	4.17	23	19.44	12.50	23
Grade 4	2489.	2465.	2510	17.07	20.59	26	34.15	20.59	37	31.71	29.41	26	17.07	29.41	11
Grade 5	2513.	2522.	2489	32.35	28.95	14	8.82	23.68	28	23.53	21.05	28	35.29	26.32	31
All Grades	N/A	N/A	N/A	25.23	33.33	21	28.83	22.92	31	22.52	19.79	26	23.42	23.96	23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.67	*		41.67	*		16.67	*	
Grade 4	24.39	20.59		60.98	47.06		14.63	32.35	
Grade 5	32.35	28.95		38.24	47.37		29.41	23.68	
All Grades	32.43	33.33		47.75	42.71		19.82	23.96	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.56	*		47.22	*		22.22	*	
Grade 4	21.95	23.53		56.10	38.24		21.95	38.24	
Grade 5	29.41	26.32		52.94	52.63		17.65	21.05	
All Grades	27.03	31.25		52.25	43.75		20.72	25.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.56	*		61.11	*		8.33	*	
Grade 4	21.95	26.47		63.41	50.00		14.63	23.53	
Grade 5	20.59	23.68		52.94	55.26		26.47	21.05	
All Grades	24.32	31.25		59.46	48.96		16.22	19.79	

**Conclusions based on this data:**

1. Overall 3rd grade Math scores showed an decrease in the percentage of students who met or exceeded Math standards from 83% in Spring 2023 to 53% in Spring 2024. (year to year , not cohort)
2. Overall 4th grade Math scores showed an increase in the percentage of students who Met or Exceeded standards from 42% in Spring 2023 to 63% in Spring 2024.
3. Overall 5th grade Math Cohort scores showed that the percentage of proficiency maintained from 2023 to 2024.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1387.5	1381.2	*	1413.9	1401.3	*	1325.7	1334.5	*	15	13	9
<b>1</b>	*	1416.7	1420.7	*	1448.7	1447.7	*	1384.2	1393.0	10	11	11
<b>2</b>	1437.1	*	*	1443.2	*	*	1430.3	*	*	13	9	10
<b>3</b>	1453.7	*	*	1452.7	*	*	1454.4	*	*	11	10	5
<b>4</b>	*	*	*	*	*	*	*	*	*	8	9	10
<b>5</b>	*	*	*	*	*	*	*	*	*	7	8	8
<b>All Grades</b>										64	60	53

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	7.69	*	20.00	30.77	*	40.00	23.08	*	33.33	38.46	*	15	13	*
<b>1</b>	*	0.00	0.00	*	18.18	36.36	*	27.27	18.18	*	54.55	45.45	*	11	11
<b>2</b>	7.69	*	*	7.69	*	*	69.23	*	*	15.38	*	*	13	*	*
<b>3</b>	9.09	*	*	18.18	*	*	54.55	*	*	18.18	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.25	6.67	7.55	26.56	26.67	33.96	40.63	38.33	41.51	26.56	28.33	16.98	64	60	53



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	7.69	*	26.67	30.77	*	33.33	38.46	*	33.33	23.08	*	15	13	*
<b>1</b>	*	18.18	18.18	*	18.18	18.18	*	54.55	45.45	*	9.09	18.18	*	11	11
<b>2</b>	7.69	*	*	46.15	*	*	23.08	*	*	23.08	*	*	13	*	*
<b>3</b>	18.18	*	*	36.36	*	*	18.18	*	*	27.27	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.94	15.00	26.42	43.75	40.00	32.08	17.19	28.33	30.19	28.13	16.67	11.32	64	60	53

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00	*	0.00	7.69	*	53.33	30.77	*	46.67	61.54	*	15	13	*
<b>1</b>	*	0.00	0.00	*	18.18	0.00	*	9.09	36.36	*	72.73	63.64	*	11	11
<b>2</b>	7.69	*	*	0.00	*	*	30.77	*	*	61.54	*	*	13	*	*
<b>3</b>	0.00	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.69	1.67	1.89	6.25	16.67	15.09	43.75	35.00	41.51	45.31	46.67	41.51	64	60	53

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	7.69	*	73.33	61.54	*	20.00	30.77	*	15	13	*
<b>1</b>	*	27.27	36.36	*	63.64	63.64	*	9.09	0.00	*	11	11
<b>2</b>	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
<b>3</b>	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	21.88	16.67	22.64	57.81	61.67	64.15	20.31	21.67	13.21	64	60	53

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	15.38	*	40.00	38.46	*	53.33	46.15	*	15	13	*
1	*	9.09	0.00	*	63.64	72.73	*	27.27	27.27	*	11	11
2	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
3	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.88	31.67	30.19	42.19	43.33	54.72	35.94	25.00	15.09	64	60	53

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	*	80.00	53.85	*	20.00	46.15	*	15	13	*
1	*	0.00	0.00	*	27.27	18.18	*	72.73	81.82	*	11	11
2	7.69	*	*	15.38	*	*	76.92	*	*	13	*	*
3	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	5.00	7.55	45.31	51.67	43.40	48.44	43.33	49.06	64	60	53

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.69	*	33.33	38.46	*	66.67	53.85	*	15	13	*
1	*	0.00	0.00	*	54.55	54.55	*	45.45	45.45	*	11	11
2	7.69	*	*	30.77	*	*	61.54	*	*	13	*	*
3	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.13	3.33	3.77	45.31	63.33	67.92	51.56	33.33	28.30	64	60	53

**Conclusions based on this data:**

- 2024 ELPAC Data overall growth shows that 8 students increased by 1 Language Level, 22 students stayed the same, and 11 students lost one level, 12 students were newcomers, and 9 students have minimal language due to language disability.
- 2024 ELPAC scores show that 9 students scored at level 1, 16 students scored at level 2, and 16 students scored at level 3.

3. One student was reclassified in 2023-2024, based on 2024 ELPAC.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>239</b>	<b>42.7</b>	<b>28</b>	<b>0.4</b>
Total Number of Students enrolled in Maple Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	28
Foster Youth	1	0.4
Homeless	19	7.9
Socioeconomically Disadvantaged	102	42.7
Students with Disabilities	68	28.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian	3	1.3
Asian	13	5.4
Hispanic	103	43.1
Two or More Races	18	7.5
White	100	41.8

### Conclusions based on this data:

1. Our Student groups for Socioeconomically Disadvantaged has remained steady and English Learners has declined.

2. The percentage of student with disabilities has remained steady.

3. About half the student population is a race/ethnicity other than white.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. Overall Chronic attendance continues to be an area of need for all groups and sub groups based on the 2-23 CA Dashboard.
2. English Learner Academic progress continues to be monitored and will be waiting for the 2024 CA Dashboard to see results from last year.



3. Data on 2024 Q/CA Dashboard suspension will shows that effort to incorporate restorative practices and SEL are resulting in increased positive behavior for students. Dashboard for 2024 will reflect one suspension ( EL,SED,SWD)

# School and Student Performance Data

## Academic Performance English Language Arts

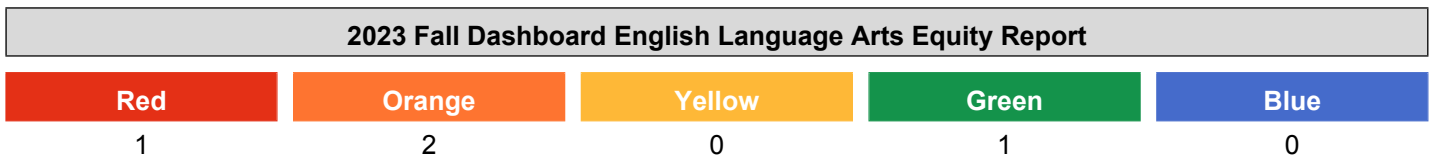
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>5.3 points below standard</p> <p>Decreased -10.2 points</p> <p>107 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>71.1 points below standard</p> <p>Decreased -9.1 points</p> <p>34 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>48.4 points below standard</p> <p>Maintained -0.7 points</p> <p>44 Students</p>	<p><b>Students with Disabilities</b></p> <p>51.5 points below standard</p> <p>Increased +5.7 points</p> <p>36 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.5 points below standard Decreased Significantly - 24.7 points 40 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Green 14.9 points above standard Decreased -12.8 points 48 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
114.3 points below standard Decreased Significantly -37.8 points  24 Students	Less than 11 Students  10 Students	22.4 points above standard Decreased -8.3 points  68 Students

**Conclusions based on this data:**

1. Socioeconomically disadvantaged students maintained their ELA scores compared to ALL students and EL students, who declined in ELA performance from last year to this year.
2. All Students scored only 5.3% below the Yellow Dashboard Color.
3. Although English Learners scored only 9.1 points lower than the previous year, they were still well into the Red Dashboard color and did not make significant progress in ELA based on this CASSPP.

# School and Student Performance Data

## Academic Performance Mathematics

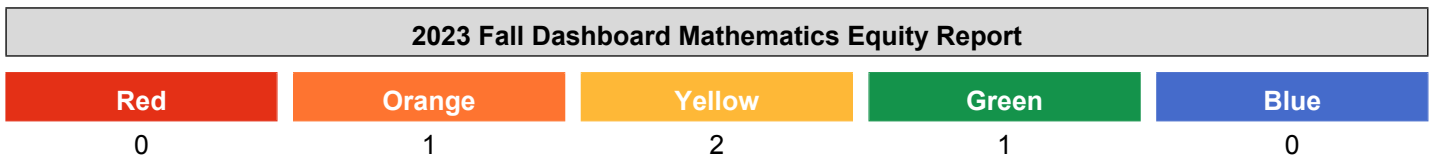
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.3 points below standard</td> </tr> <tr> <td>Maintained +0.4 points</td> </tr> <tr> <td>106 Students</td> </tr> </tbody> </table>	All Students	 Yellow	0.3 points below standard	Maintained +0.4 points	106 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">48.5 points below standard</td> </tr> <tr> <td>Increased +9.6 points</td> </tr> <tr> <td>34 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	48.5 points below standard	Increased +9.6 points	34 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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35 Students															

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  0 Students	Less than 11 Students  2 Students	Less than 11 Students  7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.4 points below standard Decreased -10.6 points  40 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Green 20.1 points above standard Maintained -2.2 points  48 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.9 points below standard Decreased -10.1 points  24 Students	Less than 11 Students  10 Students	18.4 points above standard Maintained -1.8 points  67 Students

#### Conclusions based on this data:

1. The scores in Math increased in all groups as shown in this Math Dashboard.
2. There is a gap in achievement between results of white students and Hispanic Students in the area of Math, with White students scoring in the green Dashboard color and Hispanic Students scoring in the Orange Dashboard Color.
3. The All Students Group scored .3% lower than standard, an indication that they were very close to the Green Dashboard Color.

# School and Student Performance Data

## Academic Performance English Learner Progress

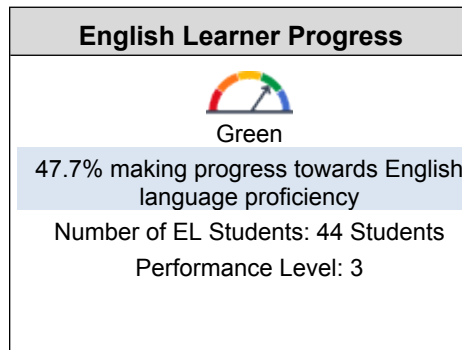
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	22	5	8

#### Conclusions based on this data:

1. At Maple Elementary, during the 2023-2024 school year, 12/62 EL students are newcomers.
2. At Maple Elementary, during the 2023-2024 school year, 9/62 EL students have Communication Disability and receive Speech Language Services to support Communication
3. At Maple Elementary, during the 2023-2024 school year, only 8 EL students increased by one level and one was redesignated as an English Speaker.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 30.6% Chronically Absent Increased 2.2 245 Students	 Orange 38.2% Chronically Absent Declined -1.5 68 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
20% Chronically Absent Declined -24.4 20 Students	 Orange 33% Chronically Absent Declined -4.1 109 Students	 Red 36.7% Chronically Absent Increased 1.3 79 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  3 Students	23.1% Chronically Absent  Increased 9.7  13 Students	 No Performance Color  0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 36.4% Chronically Absent  Declined -1.1  107 Students	16.7% Chronically Absent  Increased 10  18 Students	 No Performance Color  0 Students	 Red 28.4% Chronically Absent  Increased 3.2  102 Students

**Conclusions based on this data:**

1. At Maple Elementary, during the 2023-2024 school year, 30% of all students had Chronic attendance, based on Student Data from Q.
2. At Maple Elementary, during the 2023-2024 school year, of the 68 students who had chronic attendance, 20 students were in SDC classes, 10/68 students attended Learning Center, and 36/68 students were English Learners.
3. At Maple Elementary, during the 2023-2024 school year, the 2023 Dashboard showed that all students and sub groups were at risk of Chronic Attendance.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

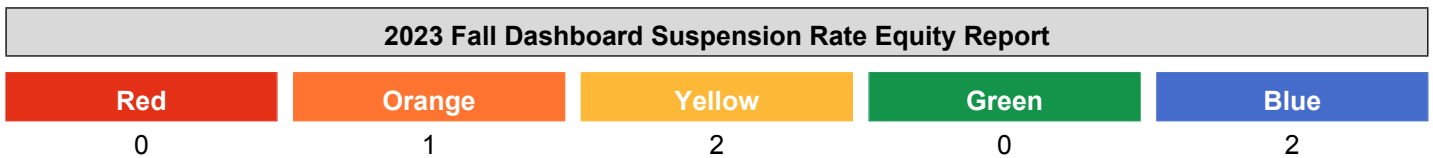
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.4% suspended at least one day</td> </tr> <tr> <td>Increased 0.4 251 Students</td> </tr> </tbody> </table>	All Students	 Green	0.4% suspended at least one day	Increased 0.4 251 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.4% suspended at least one day</td> </tr> <tr> <td>Increased 1.4 69 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.4% suspended at least one day	Increased 1.4 69 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
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<table border="1" style="width: 100%;"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 20 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	Maintained 0 20 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Increased 0.9 112 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	0.9% suspended at least one day	Increased 0.9 112 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 80 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Maintained 0 80 Students
Homeless													
0% suspended at least one day													
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 Blue													
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 2 Students	Less than 11 Students 3 Students	0% suspended at least one day Maintained 0 13 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 0.9% suspended at least one day Increased 0.9 111 Students	0% suspended at least one day Maintained 0 18 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 104 Students

**Conclusions based on this data:**

1. During the 2023-2024 school year, only one student served an inschool/out of school suspension.
2. During the 2023-2024 school year, Maple Elementary Intentional worked on developing a positive school culture focused on restorative practices and Kindness, Acceptance, and Inclusion, and will continue to be a strong focus of fostering a collaborative school culture.
3. SEL will continue to be an important part of our classroom culture, as learning socialization skills is an important part of our daily culture in and out of the classroom.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Increase Proficiency in ELA, Math, and English Language Proficiency**

Students in Transitional Kindergarten through Second Grade will increase proficiency by at least 3% on the Spring 2025 Trimester 3 District ELA Benchmarks.

Students in Third through Fifth Grade will increase proficiency by at least 3% on the Spring 2025 on the Spring 2024 ELA and Math CAASPP Assessments.

All English Learners will increase English Language Proficiency by at least one language level on Spring 2025 ELPAC and will increase ELA proficiency

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA Dashboard is overall Orange, with subgroup ENGLISH LEARNERS Dashboard Red. There were 32 ENGLISH LEARNERS in grades 3-5. Of the 32 EL students, 50% (16/32) of EL students in 3-5 did not Meet ELA standards on the CAASPP. 25% (8/32) of EL Students in 3-5 Nearly Met Standards on the CAASPP. 28% (9/32) students Met or Exceeded ELA Proficiency on the CAASPP.

Use of Reading and Math Intervention Teachers will shift from pull out support to in class support, so that intervention teachers will work with classroom teachers to pull small groups of students during Learning Enrichment and Academic Development time in each grade level, working alongside teachers while they are providing Designated ELD instruction to students. We expect this use of certificated specialists will result in more focused reading instruction since classroom teachers will be collaborating and guiding the support and instruction provided to our EL students and all other students, based on their differentiated needs. We will also be having the EL paraprofessional push in to the classroom to provide support during reading and math instruction to support our newcomers and level 2 and 3 speakers.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Indicator: Kindergarten ELA Benchmark Assessments</p> <p>Topics: Blends Sounds Fluently Names Letters High Frequency Words</p>	<p>Kindergarten: Spring 2024 Trimester 3 ELA Benchmark Assessments</p> <p>Overall ELA:60%</p> <p>Blending Sounds ALL: 58% SWD:40% SED: 57% EL: 40%</p> <p>Fluently Names Letters: All: 81% SWD:75% SED:75% EL: 83%</p> <p>High Frequency Words All: 42% SWD: 38% SED: 63% EL: 50%</p>	<p>Kindergarten: Spring 2025 Trimester 3 ELA Benchmark Assessments</p> <p>Overall ELA:63%</p> <p>Blending Sounds ALL: 61% SWD:43% SED: 60% EL: 43%</p> <p>Fluently Names Letters: All: 84% SWD:78% SED:78% EL: 86%</p> <p>High Frequency Words All: 45% SWD: 41% SED: 66% EL: 53%</p>
<p>Indicator: First Grade ELA Benchmark Assessments</p> <p>Topics: Blends Phonics High Frequency Words Fluency</p>	<p>First Grade: Spring 2024 Trimester 3 ELA Benchmark Assessment</p> <p>Overall ELA: 65%</p> <p>Blending Sounds ALL:67% SWD: 40% SED: 57% EL: 40%</p> <p>Phonics ALL: 62% SWD: 20% SED: 50% EL: 20%</p> <p>High Frequency Words ALL: 71% SWD: 60% SED: 54% EL: 60%</p> <p>Fluency ALL:62% SWD: 20% SED: 50% EL: 20%</p>	<p>First Grade: Spring 2025 Trimester 3 ELA Benchmark Assessment</p> <p>Overall ELA: 68%</p> <p>Blending Sounds ALL:70% SWD: 43% SED: 60% EL: 43%</p> <p>Phonics ALL: 65% SWD: 23% SED: 53% EL: 23%</p> <p>High Frequency Words ALL: 74% SWD: 63% SED: 53% EL: 63%</p> <p>Fluency ALL:65% SWD: 23% SED: 53% EL: 23%</p>
<p>Indicator: Second Grade ELA Benchmark Assessments</p> <p>Topics: Phonics Reads Accurately Reads Fluently High Frequency Words</p>	<p>Second Grade: Spring 2024 Trimester 3 ELA BenchmarkAssessment</p> <p>Overall ELA: 73%</p> <p>Phonics: ALL: 77% SWD: 25% SED: 82%</p>	<p>Second Grade: Spring 2025 Trimester 3 ELA BenchmarkAssessment</p> <p>Overall ELA: 76%</p> <p>Phonics: ALL: 80% SWD: 28% SED: 85%</p>

	<p>EL: 57%</p> <p>Reads Accurately: ALL: 69% SWD: 25% SED: 64% EL: 29%</p> <p>Reads Fluently ALL:58% SWD: 50% SED: 45% EL: 14%</p> <p>High Frequency Words ALL: 88% SWD: 75% SED: 91% EL: 71%</p>	<p>EL: 60%</p> <p>Reads Accurately: ALL: 72% SWD: 28% SED: 67% EL: 32%</p> <p>Reads Fluently ALL:61% SWD: 53% SED: 48% EL: 17%</p> <p>High Frequency Words ALL: 91% SWD: 78% SED: 94% EL: 74%</p>
<p>Indicator: Kindergarten Math Benchmark Assessments</p> <p>Topics: Rote Counting 1:1 Correspondence Recognize Numbers</p>	<p>Kindergarten: Spring 2024 Trimester 3 Math Benchmarks Overall Math:63%</p> <p>Rote Counting: ALL: 62% SWD: 38% SED:63% EL: 50%</p> <p>1:1 Correspondence: ALL: 65% SWD: 75 % SED: 75 % EL: 50%</p> <p>Recognize Numbers: ALL: 62% SWD: 38% SED: 63% EL: 50%</p>	<p>Kindergarten: Spring 2025 Trimester 3 Math Benchmarks</p> <p>Rote Counting: ALL: 65% SWD: 41% SED: 66% EL: 53%</p> <p>1:1 Correspondence: ALL: 68% SWD: 78% SED: 78% EL: 53%</p> <p>Recognize Numbers: ALL: 65% SWD: 41% SED: 66% EL: 53%</p>
<p>Indicator: First Grade Math Benchmark Assessments</p> <p>Topics: Add/Subtract Accurately Counts, Reads, Writes Add/Subtract Fluently Solves word Problems</p>	<p>First Grade: Spring 2024 Trimester 3 Math Benchmark Assessment Overall Math: 74%</p> <p>Add/Subtract Accurately ALL: 76% SWD: 20% SED: 71% EL: 20%</p> <p>Counts, Reads, Writes ALL: 76% SWD: 20% SED:71 % EL: 20%</p> <p>Add/Subtract Fluently ALL: 67% SWD:40%</p>	<p>First Grade: Spring 2025 Trimester 3 Math Benchmark Assessment</p> <p>Add/Subtract Accurately ALL: 79% SWD: 23% SED: 74% EL: 23%</p> <p>Counts, Reads, Writes ALL: 79% SWD: 23% SED:74 % EL: 23%</p> <p>Add/Subtract Fluently ALL: 70% SWD:43% SED: 63%</p>

		<p>SED: 60% EL:60%</p> <p>Solves word Problems ALL: 76% SWD: 0% SED: 71% EL: 20%</p>	<p>EL:63%</p> <p>Solves word Problems ALL: 79% SWD: 20% SED: 74% EL: 23%</p>
<p>Indicator:Second Grade Benchmark Assessments</p> <p>Topics: Add/Subtract Fluently Word Problems Understand Numbers to 20</p>	<p>Math</p> <p>Second Grade: Spring 2024 Trimester 3 Math Benchmark Assessment Overall Math: 68%</p> <p>Add/Subtract Fluently ALL: 62% SWD: 25% SED:55% EL: 43%</p> <p>Word Problems ALL: 45% SWD: 0% SED: 45% EL: 43%</p> <p>Understand Numbers to 20 ALL: 77% SWD:25% SED: 64% EL: 57%</p>	<p>Second Grade: Spring 2025 Trimester 3 Math Benchmark Assessment Overall Math: 71%</p> <p>Add/Subtract Fluently ALL: 63% SWD: 28% SED:58% EL: 46%</p> <p>Word Problems ALL: 48% SWD: 20% SED: 48% EL: 46%</p> <p>Understand Numbers to 20 ALL: 80% SWD:28% SED: 67% EL: 60%</p>	
<p>Indicator: Third Grade ELA CAASPP</p>	<p>Third Grade ELA CAASPP Spring 2024 53% Overall Meet/Exceed Standards</p>	<p>Third Grade ELA CAASPP Spring 2025 56% Overall Meet/Exceed Standards</p>	
<p>Indicator: Fourth Grade ELA CAASPP</p>	<p>Fourth Grade ELA CAASPP Spring 2024 79% Overall Meet/Exceed Standards</p>	<p>Fourth Grade ELA CAASPP Spring 2025 83% Overall Meet/Exceed Standards</p>	
<p>Indicator: Fifth Grade ELA CAASPP</p>	<p>Fifth Grade ELA CAASPP Spring 2024 52% Overall Meet/Exceed Standards</p>	<p>Fifth Grade ELA CAASPP Spring 2025 60% Overall Meet/Exceed Standards</p>	
<p>Indicator: Third Grade MATH CAASPP</p>	<p>Third Grade MATH CAASPP Spring 2024 53% Overall Meet/Exceed Standards</p>	<p>Third Grade MATH CAASPP Spring 2025 56% Overall Meet/Exceed Standards</p>	
<p>Indicator: Fourth Grade MATH CAASPP</p>	<p>Fourth Grade MATH CAASPP Spring 2024 63% Overall Meet/Exceed Standards</p>	<p>Fourth Grade MATH CAASPP Spring 2025 66% Overall Meet/Exceed Standards</p>	
<p>Indicator: Fifth Grade MATH CAASPP</p>	<p>Fifth Grade MATH CAASPP Spring 2024 42% Overall Meet/Exceed Standards</p>	<p>Fifth Grade MATH CAASPP Spring 2025 45% Overall Meet/Exceed Standards</p>	

Indicator: English Learner Progress on ELPAC	<p>ELPAC 2024:</p> <p>Scored at Overall Level 1/Novice on ELPAC Spring 2024: 7 students</p> <p>Scored at Overall Level 2 on ELPAC Spring 2024: 22 students</p> <p>Scored at Overall Level 3 on ELPAC Spring 2024:11 students</p> <p>Scored at Overall Level 4 on ELPAC Spring 2024/Redesignated as English Speaker: 1 student</p> <p>Lost one level or more on ELPAC Spring 2024: 9 students</p> <p>Scored at the same level on ELPAC Spring 2024: 21 students</p> <p>Increased at least one level on ELPAC Spring 2024: 8 students</p>	<p>ELPAC 2025:</p> <p>Scored at Overall Level 1 on ELPAC: 0 students</p> <p>Scored at Overall Level 2 on ELPAC: 7 students</p> <p>Scored at Overall Level 3 on ELPAC: 22 students</p> <p>Scored at Overall Level 4 on ELPAC/Redesignated as English Speaker: 11 students</p> <p>Lost one level or more: 0 students</p> <p>Scored at the same level as 2024: 0 students</p> <p>Increased at least one level on ELPAC Spring 2024: 100% of students</p>
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Staffing</p> <p>1. Certificated reading and math academic specialist teachers will collaborate with grade level teachers to provide small group targeted reading and math instruction for students during designated Learning Enrichment and Academic Development, (including GATE, EL, SED, students on IEP's and 504's, and Homeless/Foster Youth) in K-5, four days per week. This will target our EL students in the area of reading, in order to increase proficiency on the CAASPP and improve Dashboard from Red to Green.</p> <p>2. Non - certificated Academic specialist will provide small group intervention support in reading and math in designated classroom for students (including GATE, EL, SED, Students with Disabilities, and Homeless/Foster Youth).This will target our EL students in the area of reading, in order to increase proficiency on the CAASPP and improve Dashboard from Red to Green.</p> <p>3. Provide English Learners (including GATE, EL, SED, Students with Disabilities, and Homeless/Foster Youth) with additional support including: EL teacher, Bilingual Facilitator and Bilingual paraprofessional. This will target our EL students in the area of reading, in order to increase proficiency on the CAASPP and improve Dashboard from Red to Green.</p> <p>4. The STAR Program will oversee and lead the after school ELOP program, which provides homework support and enrichment to students.</p>		<p>40,659.68</p> <p>Title I (0620)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>One certificated Reading Academic Specialist and one certificated Math Academic Specialist:Targeted Reading, Math Instruction/ data meetings, and accelerated academic support</p> <p>11,413.58</p> <p>OTRM</p> <p>2000-1999: Classified Personnel Salaries</p> <p>One Academic Specialist: Targeted Reading and Math Instruction, and English Language Support</p> <p>0</p> <p>None Specified</p> <p>2000-1999: Classified Personnel Salaries</p> <p>EL Paraprofessional will support English Language Development in the areas of Social Language, and all academic areas</p> <p>0</p> <p>None Specified</p> <p>2000-1999: Classified Personnel Salaries</p> <p>After school Homework Club</p> <p>ELOP/STAR</p> <p>5000</p>

	<p>5. Provide certificated staff extra paid hours to plan for and lead staff professional development to support thematic and project-based and portfolio based integrated instruction inspired by the 8 Multiple Intelligences (school goals). The outcome of this work will target our EL students in the area of reading, in order to increase proficiency on the CAASPP and improve Dashboard from Red to Green.</p> <p>6. Provide certificated staff extra paid hours to attend field trips when field trips extend beyond duty day.</p> <p>7. Provide certificated sub coverage for Special Education SAI Teachers to attend field trips when field trip is designated for only some of the students in the SAI class and it is deemed critical for SAI teacher to be present on field trip in order to promote equitable access to all students. ( Sub will stay on campus teaching the other students in SAI not attending the field trip.)</p> <p>8. Provide certificated and classified staff (teachers and specialists-Library, Art, STEAM) designated time to engage in school-wide vertical collaboration and planning for UDL/Multilingual/ Inclusion/ School wide focused instruction that is collaborated on with and by staff, resulting in increased engagement and learning for all students. Once outcome of this work will target our EL students in the area of reading, in order to increase proficiency on the CAASPP and improve Dashboard from Red to Green.</p> <p>9. Provide certificated teachers with substitute coverage for one half day per Trimester for teacher planning and collaboration around Multilingual/UDL learners, Inclusive practices, School Wide focus, data analysis, professional learning, and support with small group instruction and small group testing during state testing.</p>	<p>Title I (0620) 1000-1999: Certificated Personnel Salaries Extra hours for certificated staff to plan for, participate, lead staff professional development focused on school goals, in addition to planning for and participating in Inclusion/UDL/Multilingual student-focused practices and collaboration 500</p> <p>Title I (0620) 1000-1999: Certificated Personnel Salaries Extra hours for certificated teachers to attend field trips beyond duty day 1500</p> <p>Title I (0620) 1000-1999: Certificated Personnel Salaries Provide SpEd sub coverage to allow SpEd teacher (SAI) to attend field trips with students 750</p> <p>0010 2000-2999: Classified Personnel Salaries (ART, STEAM, and LIBRARIAN) Extra hours to engage in vertical planning and articulation to support school goals) 3000</p> <p>Title I (0620) 1000-1999: Certificated Personnel Salaries Subs for teacher to support planning and collaboration, data analysis, professional learning, and support with small group instruction and small group testing during state testing.</p>
<p><b>1.2</b></p>	<p>Support for Academic Achievement</p> <p>1. The following Reading Software and websites are accessible to ALL STUDENTS, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), to provide targeted reading and math practice at home and/or at school: Lexia, Reading Eggs, IXL Reading and Math, Rocket Math and Star Fall, Prodigy, Epic, Mystery Science, Generation Genius, Wonders, ELA Software, and GO Math Online resources. Links to these software and website usernames and passwords are sent home with parents via classroom teacher newsletters, Canvas, See Saw, Remind, Whats App, emails, and phone calls.</p>	<p>0 District Funded None Specified District provided Software: Seesaw, Canvas, Canva, Screen Castify, Cami, Mystery Science, Generation Genius, IXL Math and Reading</p> <p>2948.42 OTRM 4000-4999: Books And Supplies</p>



<p>2. To support Learning Loss, Reading and Math supplementary curriculum that will support reading and math intervention are Read Naturally, SIPPS, and Math Perspectives Development of Number Sense hands on resources. The outcome of this work will target our EL students in the area of reading, in order to increase proficiency on the CAASPP and improve Dashboard from Red to Green.</p> <p>3. To support Learning Loss, EASY CBM Assessment data is administered to every "at risk" student identified by teachers, based on beginning of year reading baseline data, and at every Trimester. Students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), are identified as high, medium, or low risk, with high and medium risk receiving reading intervention services, K-5th grade.</p> <p>4. To support targeted instruction, the reading and math certified academic specialists will coplan with grade level teams to provide targeted instruction during LEAD 30 minutes daily (Learning enrichment and academic development/Designated ELD) using some but not limited to the following resources: Wonders ELD Resources, , Read Naturally, Read Alive, IXL Reading, CBM Reading, IXL Math, CBM Math.</p> <p>5. To support Learning Loss, Social Development, and Enrichment, provide bus transportation to students (including GATE, EL, SED, SWD, and Homeless/Foster Youth), for Afterschool ELOP/STAR in order to provide access to students who meet criteria for participating.</p> <p>6. Purchase instructional materials to support school-side thematic, integrated project-based instruction, portfolios for participating classes per student (including GATE, EL, SED, SWD, and Homeless/Foster Youth) in order to showcase project-based learning and written reflection throughout the year. This includes supplies for integrated ART and STEAM projects that support themes classroom teachers are working on during the school year. Other school-wide focuses are being explored this year, and funds will be used to support these focuses.</p> <p>7. To support Learning Loss, teachers and academic specialists meet and analyze formative and summative benchmark assessment data to review and target instruction for areas of need and students not meeting benchmarks and/or making growth, evaluate effectiveness of instructional groups and approaches, change flexible groups and intervention content, strategies, and teaching assignments to meet the data-driven needs of students, communicate progress to parents.</p>		<p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies including, but not limited to, Rocket Math, Easy CBM, Wonders Student Handwriting workbooks, and Wonders Your Turn ELA student workbooks</p> <p>0</p> <p>Other</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Bus Transportation for ELOP</p> <p>Afterschool Homework and Enrichment (ELOP FUNDED)</p> <p>2000</p> <p>0010</p> <p>4000-4999: Books And Supplies</p> <p>Instructional Materials and Supplies to support classroom instruction, portfolios, project-based learning and school goals.</p> <p>1000</p> <p>0TRM</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Funding to support Translation for parent meetings regarding academics and SEL related to the classroom/school topics</p> <p>0</p> <p>None Specified</p> <p>None Specified</p>
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	8. Provide translation for parents to participate in parent meets regarding academics and school related topics.		
<b>1.3</b>	<p>Students on IEP's and 504's</p> <p>1. Students,(including GATE, ELD, SED, SWD, and Homeless/Foster Youth), who have accommodations may receive reading supports through the use of communication devices, such as Proloquo, Ipads, Chrome books, voice to text, visual models, and visual/ token charts, IPADS</p> <p>2. To support Learning Loss, Students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), may receive services in reading. Services are delivered in the General Education setting, in the Learning Center, or Specialized Academic Instruction Setting, as indicated on the IEP. All services are delivered by a certificated teacher.</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.</p>
<b>1.4</b>	<p>English Learners</p> <p>1. English Learners (including GATE, EL, SED, SWD, and Homeless/Foster Youth), receive targeted language instruction that includes listening, speaking, reading and writing, using a curriculum focused on supporting newcomers, through Designate4d and Integrtd ELD, and the implementation of English Learner Software called Smarty Ants, Imagine Learning, and the ELA/ELD Wonders Curriculum.</p> <p>2. Students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth) strengthen English language/reading skills with classroom support of an ELA paraprofessional for 5.25 hours per day, and Bilingual Facilitator supporting for 5.25 hours per day.</p> <p>3. Teachers participate in LAT Meetings (Language Acquisition Team Meetings), to monitor the progress of English Learners during the year. Goals are identified for students, and this informs supports that students will receive in the classroom. The EL Advisor attends monthly district meetings to learn about language functions and language objectives as it relates to equity and designated and integrated strategies. The EL Advisor shares what is learned with staff during staff meetings.</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.(as delineated above)</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>EL Paraprofessional will support Language Development, Reading, and Math</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>EL facilitator will support Language Development, Reading, Math, and Learning Loss, and EL programming</p>
<b>1.5</b>	<p>Gifted and Talented</p> <p>1. Students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), who have been identified as Gifted and Talented practice reading and writing skills at their specific reading level, IXL Reading and Math, Rocket Math, and EPIC, which provides challenging text to read in their zone of proximal development, and provides opportunities for</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Instructional Materials and Supplies, including technology, hardware, software, and support/student</p>



	<p>students to challenge themselves through thematic, project-based integrated learning and use of portfolios.</p> <p>2. GATE Teacher Facilitator hosts monthly enrichment/GATE activities for students after school for those who meet criteria.</p>		<p>incentives,as well as books and supplies.</p> <p>0</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>GATE Teacher Facilitator</p>
1.6	<p>Reading Curriculum and Assessment</p> <p>1. The district approved reading curriculum for ALL students receiving grade-level instruction,(including GATE, EL, SED, SWD, and Homeless/Foster Youth), are taught using ELA/ELD Wonders and online curriculum, using Tier 1 instruction, including a variety of groupings, structures such as rotations/workshop), strategies, and a focus on Universal Design for Learning (considering the barriers to student learning).</p> <p>2. All students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), are provided a ELA/ELD workbook for classwork/homework. English Language students are provided the option to receive the student homework workbook in Spanish so parents can support them at home.</p> <p>3. In order to measure grade-level reading progress of all students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), receiving general education curriculum, students in 1st-5th grade take an online assessment to measure growth in reading at grade level at least 4x per year. All students,(including GATE, EL, SED, SWD, and Homeless/Foster Youth), take the District Benchmark reading and math assessments each trimester. Teachers are provided release time to analyze student data by student group and plan for targeted instruction each Trimester. Students in Grades K-2, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), are administered ESGI assessments to monitor progress in reading and math skills.</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives,as well as books and supplies.</p> <p>0</p> <p>District Funded</p> <p>None Specified</p> <p>ESGI online Assessments for TK-2</p>
1.7	<p>Parent Communication</p> <p>1. Parent Communication is a priority at Maple. Parents receive information through the following formats: Sunday night newsletter, school website, school Twitter, school Facebook, Parent handbook, SEE SAW, Canvas, classroom website, classroom newsletters, Monday packet, Parent committee(School Site Council, ELAC, SEDAC, GATE, PFA,AADAC, LGBTQ+, Safety Committee, Wellness Committee),communication, phone class, emails, and meetings in person. Our Outreach Assistant, Office Assistant III, and Bilingual Facilitator serve as Parent Engagement Liaisons to our students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), who speak Spanish. via translating all documents that go home, translating at meetings, phone calls home to invite parents to events or meetings.</p>		<p>0</p> <p>District Funded</p> <p>None Specified</p> <p>Weekly parent communication via Smore Newsletter</p>

<p><b>1.8</b></p>	<p><b>Professional Development</b></p> <p>1. Teachers engage in planning, SST Meetings, data analysis, and collaboration with colleagues every Monday for one hour during Bank Time. Teachers also attend IEP, SST, and 504 meetings throughout the week to support the students in their classroom, along with their Collaboration Teacher Partner.</p> <p>2. Teachers analyze student data/progress disaggregated by student group, and plan for targeted instruction one half-day each trimester, individually or collaborating with colleagues.</p> <p>3. Teachers participate in staff meetings to analyze school data, draft SPSA goals and actions, and monitor student progress of subgroups each Trimester.</p> <p>4. Teachers use baseline data to identify students, (including GATE, ELD, SED, SWD, Homeless/Foster Youth), who will participate in reading and math intervention classes during reinforcement time, and continuously monitor student progress in reading throughout the year, in order to provide reading and math intervention services, as needed.</p> <p>5. Classroom and Intervention Teachers collaborate together during release days, to analyze, and plan for targeted instruction for students, (including GATE, EL, SED, SWD, , and Homeless/Foster Youth). Intervention teachers actively participate in the Student Support Team meetings, in order to share specific examples of student progress.</p> <p>6. Teachers participate in district and on-site professional development around Technology, SEL, Data Analysis, Designated and Integrated ELD, Restorative Practices, Universal Design for Learning, Inclusion, Thematic and project-based integrated instruction using portfolios, inspired by the 8 Multiple Intelligences. Teachers have opportunities to learn about Universal Design for Learning, Social Emotional Learning, and Diversity, Equity, and Inclusion, and supporting students in fostering a Growth Mindset.</p>		<p>0</p> <p>None Specified None Specified Professional Development, Collaboration and Implementation, and supplementary materials to support schoolwide implementation of thematic, project-based integrated instruction and use of portfolios.</p>
<p><b>1.9</b></p>	<p><b>Inclusion</b></p> <p>Increase inclusion minutes in general education classrooms by fostering student/peer relationships, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), across the campus, so that they feel comfortable in participating in academic and social experiences with their peers.</p> <p>Every student, (including GATE, EL, SED, SWD, Homeless/Foster Youth), receiving Specialized Academic Instruction Services has a designated seat in the general education classroom, and is</p>		<p>0</p> <p>None Specified None Specified Instructional Materials and Supplies, including technology, hardware, software, and support/student incentives, as well as books and supplies</p>

	<p>included in all classroom parties, field trips, assemblies, and grade level specials (such as music (1st - 5th), Dance, Drama, PE (1st-5th), STEAM, Art, Library, recess, lunch, school assemblies, and special activities.</p> <p>The SAI and GE teacher work to provide smooth transitions into the GE classroom, such as setting up parent meetings prior to school starting to allow parents to share information about their children with principal or teacher, allowing the student to visit the classroom when no student is there, to see their desk, get familiar with the layout of the classroom, interact with the GE teacher, and provide a process for a gradual transition, to meet the needs of the individual student.</p> <p>Alternative seating, sensory items, and supplies that support eliminating barriers for student learning, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), is purchased to support the success of inclusion for all students</p>		
<b>1.10</b>	<p>Homeless/Foster Youth</p> <p>Provide students at Maple who are homeless with the resources and support they need to attend school each day. Monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Work with parents to determine what supports they need from our school. Provide lists of community resources to families.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Collect donation for food items and school supplies, that can support families in need.</p> <p>0</p> <p>District Funded</p> <p>2000-2999: Classified</p> <p>Personnel Salaries</p> <p>Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need.</p>
<b>1.11</b>	<p>Attendance</p> <p>Monitor the Average Daily Attendance and Chronic Absenteeism of all groups at risk, including English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless/Foster Youth and SWD.</p>		<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Meet individually with parents to determine what support they need from our school to</p>

	<p>We believe that students who feel loved and cared for at school will be more successful academically and will want to come to school each day.</p> <p>Maple promotes positive behavior with our Maple students (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), by teaching clear expectations through CHAMPS, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth)</p>		<p>address barriers in the way of student attendance</p> <p>0 Other None Specified Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.</p>
1.12	<p>Instructional and office supplies and resources are purchased to support instruction for all students during on-campus learning, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth).</p> <p>General Maintenance of Maple's building will support a safe environment for students and staff to work in.</p> <p>Purchase of 1:1 headphones for all students, (including GATE, ELD, SED, SWD and 504's, Homeless/Foster Youth), as we return to in person instruction. All classrooms have access to power strips to charge student devices, (including GATE, ELD, SED, students on IEP's and 504's, Homeless/Foster Youth), and purchase/ repair of IPADS for students in specialized classrooms based on IEP goals.</p>		<p>21,248 0010 4000-4999: Books And Supplies Instructional and office materials and supplies, including hardware, software, shredding, printing, Ready Fresh, Copy Machine/Maintenance, library, Custodial supplies, copy paper, beginning of year supplies, student agendas, student take home folders, and support/student incentives, as well as books and supplies, 2840 0010 0001-0999: Unrestricted: Locally Defined Technology (Bulbs, cartridges, headphones, ipads, power strips, building maintenance)</p>
1.15			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our ELA and Math Dashboard results clearly indicate that our white students are achieving more than our other subgroups. Our Overall ELA results declined 10.2 points this year, with EL students in the RED, and HISPANIC and SED students in Orange, although SED and SWD improved a little. We worked hard to provide small group instruction for students in reading and math, but kept with a traditional use of Intervention teachers pulling students out for

intervention. Our Overall Math Dashboard was Yellow, only .3 below the standard, maintaining from last year. However, the HISPANIC subgroup scored in ORANGE and dropped 10.6 points from the previous year. Although English Learners and SED scored in the YELLOW, they both increased points from last year. SWD also increased in Math by 16 points. The English Learner Dashboard scored in GREEN again this year and increased by 5.5 points. However, the current EL students declined by 37.8 points in ELA and declined by 10.1 points in Math. We allowed classroom teachers to identify the ELD time that worked for them last year. We will work as grade level teams next year to identify consistent Designated ELD time, along with adding support of our academic specialists in the classroom instead of pushing out.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

English Learner Language Progress was added to the matrix for Goal 1, since there is a close correlation between language development and academic achievement. One of the new actions for Goal 1 is to implement a consistent grade level time for LEAD ( Learning Enrichment and Academic Achievement/ Designated ELD), which will shift the role of the Intervention teachers to push in to support small group instruction during LEAD, instead of Pulling students out. We feel team collaboration in planning and working in small groups will positively impact students during LEAD/ Designated ELD, when there is a smaller ratio of teacher to student with the addition of the Academic Specialists pushing into the classroom for more strategic support guided by the classroom teacher.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Create Inclusive Environment for all students to feel hear, be seen, and have equitable access to all opportunities offered.**

Increase Percentage of LRE by working collaboratively to support our students in SAI to increase the amount of time they can successfully and meaningfully engage in specialist classes alongside their peers, resulting in increased inclusive opportunities for all of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

the past several years, we moved away from montiroing for the LRE, based on feeback at the time from our SSC Team. We are measuring this Inclusion Goal by the LRE percentage and will be progress monitoring this percentage throughout the year.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Least Restrictive Environment	38%	45%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Inclusion is a school-wide focus. 1. Increase inclusion minutes in general education classrooms by fostering student/peer relationships across the campus (including GATE, EL, SED, SWD, Homeless/Foster Youth), so that they feel comfortable in participating in academic and social experiences with their peers, resulting in positive student outcomes for all student groups. Target group is our students in our SAI Moderate Severe Classrooms. Our goal is to incrzease the numberof		2554.51 Title I (0620) 4000-4999: Books And Supplies SEL Supplementary Materials/ Universal Design for Learning- Alternative Seating/Sensory items/ Furniture 3000 Title I (0620)



	<p>minutes that individual students spend in a given specialist class.</p> <p>2. Our school participates in both social inclusion and academic inclusion opportunities, focused on fostering relationships among like-peers in the SAI and General Education classrooms (We promote inclusion through smaller cross grade level communities by implementing the HOUSE SYSTEM by scheduling school-wide HOUSE Activities/Meetings the first Monday of the Month, and encouraging every staff member to attend their HOUSE activity. All staff and students (including GATE, EL, SED, SWD, Homeless/Foster Youth), will belong to the House of Friendship, the House of Courage, or the House of Integrity.</p> <p>3. All classrooms participate in inclusive field trips tied to academic learning (including GATE, EL, SED, SWD, Homeless/Foster Youth).</p> <p>4. Teachers use the Stanford Harmony Curriculum and other supplemental curriculum to support the development of SEL skills. Teachers participate in collaborative planning with GE/SAI to support lessons focused on meeting the needs of the students, after careful reflection of student goals and the barriers that are keeping students from interacting.</p> <p>5. In order to support the success of all, alternative seating is used in classrooms, to allow for increased student engagement.</p> <p>6. In order to support inclusion for all students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), building repairs and maintenance are planned for throughout the year.</p> <p>7. In order to support the success of all, alternative seating is used in classrooms, certificated lead teacher will support new staff in increasing inclusive opportunities/MTSS for all students with peers.</p>	<p>0001-0999: Unrestricted: Locally Defined Classroom Field Trips on campus and away from campus</p>
<p><b>2.2</b></p>	<p><b>Inclusion</b></p> <p>1. In concert with the CVUSD Diversity, Equity and Inclusion task force, Maple Elementary School assumes the Board Resolutions as foundational in diversity, inclusion and belonging. Moreover, we are committed to broaden the “standard” diversity definition by also recognizing, educating, and celebrating Abilities Awareness, Autism Acceptance, and the anniversary of the Americans with Disabilities Act (ADA).</p> <p>2. Students (including GATE, EL, SED, SWD, Homeless/Foster Youth), in both Special Ed and General Education, along with Teachers, may join together for morning meetings, brain breaks, and read aloud, and during academic instruction, as determined by the IEP. All students are invited to</p>	<p>3238.81 Title I (0620) 4000-4999: Books And Supplies Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives, as well as books and supplies for HOUSE activities, special Unified events and activities. 1000 Title I (0620) 1000-1999: Certificated Personnel Salaries</p>

<p>join together for the Flag salute each Monday Morning in the Mustang Cafe. Our goal is for our students in our SAI classes to engage in all the activities and opportunities that our school offers.</p> <p>3. Maple has two Inclusive playgrounds for students. One is for TK and Kindergarten students, and the other is for students in 1st-5th grade. This meets the needs of all abilities (ADA Accessible), and promotes student collaboration during play.</p> <p>4. Maple's playground also includes a Buddy Bench in our 1st-5th playground, created by an Eagle Scout in 2017. The Buddy Bench is one way that students can show they are including other students, by inviting them to play, when they see someone sitting on the buddy bench.</p> <p>5. Our Maple Native Garden promotes a collaborative outdoor learning space for all students to interact, learn, or study. Use of outdoor space for student learning has become part of our daily instruction, in order to allow students opportunities for fresh air and the ability to take off their masks.</p> <p>6. Our Maple Outdoor classroom, referred to as the VILLAGE, is an outdoor space for all students in classrooms (including GATE, EL, SED, SWD, Homeless/Foster Youth), to explore learning outside in a creative space, designed by our own classroom teacher.</p> <p>7. The House System creates smaller communities within the larger community of Maple. To continue with our mentorship between grades, our Kindergarten and 5th graders are in the HOUSE OF FRIENDSHIP and will be invited to wear RED at our HOUSE activities and Pep Rallies. Students in 1st and 3rd grade are in the HOUSE OF COURAGE and are invited to wear GREEN at our HOUSE activities and Pep Rallies. Students in 2nd and 4th grade are in the HOUSE OF INTEGRITY and are invited to wear PURPLE at our HOUSE activities and Pep Rallies.</p> <p>8. School Wide House Meetings/Activities will take place during each month of the year, with activities such as each House planting pumpkin seeds to create a pumpkin patch, staff and students making House shirts to wear for our House meetings, and activities involving the development of our Outdoor classroom/village.</p> <p>9. Our school counselor painted a large tree on the wall of our office hallway, with each house color and name displayed, so that HOUSE activities can be displayed in the hallway for their HOUSE poster.</p> <p>10. The Eta Psi Chapter of Delta Kappa Gamma Philanthropy Organization provided Maple with ten new backpacks of school supplies, which are</p>		<p>Inclusive/MTSS leadership to coach and mentor new staff in understanding and designing learning with Inclusion in mind</p>
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	<p>located with the new school supplies and accessible to all teachers to take for students in need.</p> <p>11. Our ART Teacher will collaborate with our school to plan for a WildLife Crossing Mural, which the students will help paint on Unity Day in September.</p> <p>12. Maple Elementary displays a large clock on the wall of our school by our MPR Door, with the Inclusive Schools Week theme, The Time is NOW for Inclusion, since 2020-2021. This clock was designed by a Maple SEDAC family and continues to remain in the front of our school as a reminder of our commitment to INCLUSION.</p> <p>13. Maple provides 1:1 devices to all students in K-5 during the 2023-2024 school year (due to a district commitment in the areas of technology), as well as purchase Instructional materials and supplies, technology, hardware, software, and support/student incentives, as well as books and supplies. All students will receive a computer bag and headphones this year, in order to promote positive care of the chrome book, which will stay with students for a three-year period before being replaced. The computer bag will stay with each student during their time at Maple.</p> <p>14. All communications, projects, etc., are presented in English and Spanish with an equitable tone and layout.</p> <p>15. The Circle of Friends Lunch Club will take place biweekly to support friendship and collaboration between students in SAI and students in GE. Circle of Friends includes eating lunch together</p> <p>Additional Inclusive activities that we will participate in this year are:  Unity Day  Autism Acceptance Day  Inclusive Schools Week  Circle of Friends biweekly lunch group  Spread the Word Inclusion Week/Intermurals  Bilingual Family Reading Nights  Monthly Unified Sports during PE  We the People  Women In History  Student Council (3-5)</p>		
2.3	<p>1. Maple established the Maple Mariposa Parent Center on campus, as of August,2021, as a way to create a space for all parents to come, collaborate, and learn. This space continues to be a special space on campus for our parents to come together. This is an example of our commitment to promoting parent and family engagement. This was named by our Maple SEDAC in Spring, 2021, in anticipation of the Parent Center opening in August 2021. Each</p>		<p>0  Title I (0620)  4000-4999: Books And Supplies  Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as</p>

	<p>parent committee has a dedicated space (table and white board) in the Parent Center to meet and collaborate. In addition, our Outreach Assistant is housed in this space, providing parent education classes, small groups, and one-on-one support to families. In the Mariposa Center, parents have access to technology, to enhance their learning of skills, such as accessing Parent Connect, our weekly newsletter, and other learning opportunities, in partnership with our District Outreach Team. Providing our parents with access, support, and fair treatment will result in FULL PARTICIPATION of our families in their own learning and their child's educational experience at Maple.</p> <p>2. Parents meetings are hosted in this space, including ELAC Meetings, IEP meetings, parent education classes, parent social events, Hispanic Heritage Displays, staff meetings, parent committee meetings, parent meetings, and Parent/Student events, etc.</p>		<p>well as books and supplies to support the Mariposa Parent Center as we increase Parent and Family Engagement through hosting events that include all families.</p>
<p><b>2.4</b></p>	<p>1. Inclusion opportunities will continue to take place with STEAM, Art, Drama, Dance, Music and Library for all students in first through fifth, with Tk and K participating in all specials including and PE and Music from designated TK/K Academic Specialists.</p> <p>Students in all classes participate in field trips, class parties, recess, lunch, and schoolwide assemblies and events during and after school.</p> <p>Provide Art and STEAM Supplies to support engaging experiences for students.</p>		<p>4502 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries STEAM Academic Specialist 4000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Art Academic Specialist 2616 Title I (0620) 1000-1999: Certificated Personnel Salaries Drama Academic Specialist 0 Other 2000-2999: Classified Personnel Salaries Librarian/IMT 1500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries TK/K PE Teacher 4270.02 0P28 - Proposition 28 2000-2999: Classified Personnel Salaries Art Academic Specialist</p>

		<p>2,000  Title I (0620)  4000-4999: Books And Supplies  ART/Music Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as well as books and supplies  2698  Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)  4000-4999: Books And Supplies  STEAM Instructional Materials and Supplies, sensory items, including technology, hardware, software, and support/student incentives,as well as books and supplies, field trips, guest speakers, outdoor classroom  3700  Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)  4000-4999: Books And Supplies  Implement and expand Arts Programs, such as music programs, musical instruments, and art supplies  1544  0P28 - Proposition 28  2000-2999: Classified Personnel Salaries  TK/K Music Academic Specialist</p>
<p><b>2.5</b></p>	<p>Create inclusive school community that provides parents and families with the school and community resources needed to support them in being successful in parent and family engagement at Maple, which leads to students being more successful in the school setting.</p> <p>Homeless/Foster Youth  1. Provide parents of students who are homeless with personal connections, resources, and relationships with our Outreach Assistance, so that we can meet the needs of the parents, family, and students, as needs arrive. Common supports are the need for devices or access to the internet.</p> <p>2. Provide students at Maple who are homeless with the resources and supports they need to attend school each day, such as District sponsored early</p>	<p>0  None Specified  None Specified  Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families.  0  None Specified  None Specified  Communicate individually with parents to determine what support they need from our school. Provide lists of community resources to families.</p>

	<p>week back, which offered students the opportunity to return to school one week earlier, get a new pair of shoes, new backpack and supplies, and more. At Maple, we will continue to monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Our Outreach Assistant contacted EL families before school started to remind them when school started and to support them with signing up for the bus or afterschool ELOP program. Students who feel loved and cared for at school will be more successful academically.</p> <p>3. The Attendance of our Homeless is closely monitored, and our Attendance Counselor, our Office Staff and Outreach Assistant. Everyone works together to contact with families to support accessibility to resources, to help them feel connected to our school community, and to address barriers that interfere with school attendance.</p>		<p>0 None Specified None Specified Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits. 0 None Specified None Specified Network with Assistance League of Conejo Valley and other community agencies to provide backpacks, clothes, and other resources to families in need. 0 None Specified 2000-2999: Classified Personnel Salaries Outreach Assistant</p>
<p><b>2.6</b></p>	<p>Create inclusive school community that provides parents and families with the school and community resources needed to support them in being successful in parent and family engagement at Maple, which leads to students being more successful in the school setting.</p>		<p>0 None Specified None Specified Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families. 0  0  0</p>
<p><b>2.7</b></p>	<p>Staffing</p> <p>1. SAI/GE Teacher Teams attend IEP meetings together and share the inclusive opportunities that students participate in with peers.</p> <p>2. Teachers plan and collaborate around inclusion opportunities for all students during professional development/staff meetings.</p> <p>3. Teachers have opportunities to learn about the intersectionality of Universal Design for Learning, Social Emotional Learning, and Diversity, Equity, and Inclusion through Professional Development experiences.</p> <p>4. Maple has developed an Outdoor Classroom for students in all grades, that will support learning</p>		

	<p>outdoors, exploring nature and academics, and promotes inclusion of all students. As this Outdoor Classroom grows in passion and interest of students, Outdoor Classroom space will be located throughout campus, to support the passion of Science, Technology, Engineering, the Arts, and Mathematics. Our first outdoor space was conceptualized and designed by a Maple teacher and built and constructed by two Maple Students and their parents during the summer of 2021. Funds for this space were paid for out of Title Funds from the 2020- 2021 school year.</p> <p>5. Our Maple Library has been increasing the number of books that represent our student population, so that students can see themselves in the literature in our Library.</p> <p>6. District Inclusion TOSA will work closely with our staff to support increased LRE for students in our Moderate Severe SAI classes, as well as work with teachers to share student information between SAI and GE teachers in preparation for a successful partnership in engaging SAI students in specials and with peers in the GE classrooms. Inclusion TOSA will also meet with staff throughout the year to support increased understanding of inclusion.</p> <p>7. District BCBA will work with our SpEd Staff to support student behaviors in the SAI classrooms, on campus, and in GE classes.</p> <p>8. SAI teachers will pass on folders of information to the classroom teachers who will be sharing the students with the SAI teacher. This information will allow our teachers to prepare how to support our students in SAI to engage with peers in the GE setting and on campus.</p>		
2.9			
2.13			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year's goal was to focus on implemented a Unified Champion Sports Day, as well as participate in the District Special Olympics

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our school was able to hire more academic specialists than originally planned, which supported our students in participating in more small group instruction and allowed them to develop closer relationships with adults and peers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to host monthly Unified Sports days this year, instead of only one or two times per year. Our Inclusion Goal will focus on increasing the Least Restrictive Environment for our students in our Moderate Severe SAI Autism classrooms. Right now, our base line is 38%, which is a huge increase from several years ago when we had both Mild Moderate and Moderate Severe program on site. The LRE at it's highest was 32%.

Our SSC Team wanted to move away from LRE several years ago since we had a site program. During the 2024-2025 year, we would like to closely monitor how we can increase the opportunities and engagement of our students in our Moderate Severe SAI classes into our Specialist classes during the week, our assemblies, and in our GE classes. When we had two Mild Moderate classes and three Moderate Severe classes, the students in our MM classes spent much time in our GE classes and in specials. We noticed this past year, when we only had our three MS classes, that most students were not participating in the GE opportunities, due to individual behaviors and sensory needs. During the second semester of 2024, our Inclusion TOSA helped us work with individual students and specialists to design an environment that supported our students to engage in the specialist classes for increased minutes, depending on the special. We will be monitoring this closely and working to increase engagement in the specialist classes to the maximum it supports the students during the 2024-2025 school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent, Student, and Family Engagement

Increase Parent and Family Engagement at Maple, as measured by tracking the number of families who participate in school events/activities, in order to strengthen the home, school connection, that leads to student success.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are a small number of parents who organize the PFA events compared to the number of parents who attend the events and volunteer in the classroom. Continue to prompt parent and family engagement by offering a variety of opportunities for families to come together at school, and continue to encourage parents to help with events.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Track the participation and engagement in our school events, parent classes, committees, and social opportunities	Number of parents who attended events last year- 50-200, per event	Our goal is to maintain family participation at between 50-200 parents, students, and families per event.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent and Family Engagement Parents at Maple are invited to participate in the creation of our School Plan for Student Success and Title One Parent Engagement Contract and Policy School Site Council will review progress toward goals throughout the school year, as this is a living		0 None Specified None Specified Host monthly meeting for committees to come together to share information, review



<p>document that will be updated and revised based on actions taken and actions added along the way.</p> <p>Our SEDAC is very active and supportive of promoting inclusion at Maple. Our SEDAC President and Team plan to host informational meetings, including with guest speakers, throughout the year. Parents in SEDAC are active participants in all other school committees.</p> <p>Our ELAC Leaders collaborated with our Outreach Assistant to advertise our monthly ELAC meetings. Members of ELAC participated in reviewing the EL data during ELAC meeting. Communication with families includes personal phone calls, texts, What's App, flyers, our Weekly Mustang Chronicle, to invite and encourage our parents of EL students to participate in our meeting and activities.</p> <p>Our Parents in GATE are provided information about our GATE program at Maple via our Mustang Chronicle and direct communication from our GATE Teacher Facilitator. Students who are identified by the District GATE assessment in 3-5 are encouraged to participate in the monthly GATE After Class Enrichment Series hosted by our GATE Teacher Facilitator.</p> <p>Our Parent Faculty Association encourages all parents to participate in holding board positions, attending monthly general meetings, and volunteering to support all the activities that are hosted by our PFA. Information on PFA events/meetings are included in our weekly school newsletter. Events include Trunk or Treat, Family Day, Restaurant Nights, Supply Drives, and the Craft Fair.</p> <p>Parent communication between home and school is a priority for Maple. Students, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), take home Nicky Folders to support communication between home and school, as well as weekly Messages from Principal.</p> <p>Maple Elementary will continue to host Monthly Family Picnic Lunches during designated grade level lunches, promoting opportunities for parent and families to be on campus sharing lunch time and recess time together with students.</p> <p>Maple Elementary will continue to host Trimester Awards Assembled to promote parent participation in student recognition assemblies.</p> <p>Maple Elementary will continue to host two Snapology Engineering and Robotics Nights to encourage hands on experiences promoting the sciences for all students. We will expand Parent and Family Educational opportunities by inviting guest speakers, and opportunities to explore the 8 Multiple Intelligences.</p>		<p>effectiveness of actions taken, and promote increased parent engagement and student success.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Free breakfast and Lunch for all students</p> <p>0</p> <p>None Specified</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Extended hours for the health clerk</p> <p>2000</p> <p>Title I (0620)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Parent and Family Engagement Nights</p> <p>0</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p> <p>Supplementary materials to support the establishment of the new Butterfly Garden in the Native Garden and other school wide events and projects engaging students and families</p>
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	<p>Maple Elementary will invite parents and families to visit classrooms to celebrate grade level project-based integrated learning and sharing of student portfolios, We the People Projects, Video Projects, and thematic learning projects.</p> <p>Maple Elementary will invite parents and families to participate in establishing and maintaining the new Butterfly Garden that will be established in our Native Garden, as a result of the City of Thousand Oaks Grant and Partnership with the Santa Monica Mountains.</p> <p>Maple Elementary will support Unified Inclusive experiences for students including such activities as Inclusive Schools Week, Unity Day, Hispanic Heritage Month, Black History Month, Spread the Word Inclusion, and Unified Sports experiences.</p> <p>Maple Elementary will host parents and family engagement events to support student and parent participation, such as Snapology, CRPD partnership to host eventing events, Art Night, and more.</p>		
<p><b>3.2</b></p>	<p>Create opportunities for students and families to engage in Parent and Family events after school (including GATE, EL, SED, SWD, Homeless/Foster Youth). Events during the day are planned for students during the school day to enrich their school experience by hosting assemblies, guest speakers, and HOUSE activities, movie nights, bingo nights, school dances, Trunk or Treat, Craft Fair, Special parent gatherings, schoolwide flag salute in Mustang Cafe each Monday, Monthly Family picnic lunches for parents to eat with students.</p> <p>The goal of all family activities are focused on full participation in events for all, including GATE, EL, SED, SWD, , and Homeless/Foster Youth. Events include a Back-to-School Family Picnic, monthly Family Picnics, Family Dance, Trunk or Treat, Movie Nights, Paint Nights, Bingo, Talent Show, and more.</p> <p>All students, (including GATE, EL, SED, SWD, Homeless/Foster), are invited to participate in Picture Day at Maple. Yearbooks will display all students in one grade on the same page, with all students and teachers in each grade levels displayed on the same page, so that we promote unity of every student in that grade at Maple. This will promote unity among our students.</p> <p>Restaurant Nights, promoted by PFA, take place once or twice per month, to promote school spirit at the restaurants.</p> <p>Provide child care during ELAC meetings</p>		<p>0</p> <p>4000-4999: Books And Supplies Parent Family Engagement Assemblies/Activites/ supplies/parent Communication through signage such as banners, stationary, logo displayed 500 OTRM 2000-2999: Classified Personnel Salaries Increase parent and family engagement by providing child care during EL parent meetings. 521 Title I (0620) 0001-0999: Unrestricted: Locally Defined Movie Night License-SWANK-Disney</p>

<p><b>3.3</b></p>	<p>Special Dress Days continue at Maple. Students, (including GATE, EL, SED, SWD, and Homeless/Foster), are invited to wear costumes on Halloween and participate in a Halloween Parade and a Trunk or Treat Evening Family Event. Students wear pajamas to school the last day before winter break. Other special dress days will take place each month during the second semester, to promote unity among all students. Other Dress Days are identified and promoted by our Student Council.</p>		<p>0 None Specified None Specified Special Dress Days</p>
<p><b>3.4</b></p>	<p>Every Friday continues to be Maple School Spirit Day, including students who are GATE,EL, SED, SWD,and Homeless/Foster). Students are encouraged to wear blue and white. Communication is consistently in the Weekly Mustang Chronicle to advertise school spirit days.</p> <p>Students are encouraged to wear HOUSE Shirt colors on the Back to-School Social, the first Monday of the Month at our HOUSE Meetings, and any time students want to wear them.</p>		<p>0 None Specified None Specified School Spirit- Wear school colors</p>
<p><b>3.5</b></p>	<p>Parent communication is communicated in a variety of ways as new guidelines become clear, such as in our weekly newsletter, videos, parent meetings, and committee meetings. Social Media communication position served by Maple staff members who send out three communications per week, Instagram, Facebook, and Twitter.</p> <p>Weekly newsletter is created by all committees, including PFA, ELAC, SEDAC, and GATE, AADAC, LGBTQ+, Safety Committee, Wellness Committee, and DAC who provide updated information about their committees and events with our families. Additional newsletters are published through our Maple Facebook Page, Twitter, or our Maple PFA Facebook page, so that parents have multiple avenues for accessing important school information. All communication in Smore is accessible in a variety of languages.</p>		<p>0 None Specified 4000-4999: Books And Supplies SMORE NEWSLETTER</p>
<p><b>3.6</b></p>	<p>Our Title One Parent and Engagement Policy and our Parent-Teacher-Student Compact is developed by our School Site Council, which is representative of our School, as well as from feedback from our staff. During the month of December 2024, information about Title One, our budget, and our Parent Engagement Policy and Student/Parent/Staff Compact will be communicated to parents through our Mustang Chronicle and paper copies of information in English and Spanish.</p>		<p>0 None Specified None Specified Title One Parent Engagement Policy 0 None Specified None Specified Title One Student/Parent/Staff Compact</p>
<p><b>3.7</b></p>	<p>Our Outreach Assistant serves in a very important role to support our link between school and home. Our Outreach Assistant communicates with families, (including GATE, EL, SED, SWD, Homeless/Foster Youth), on a daily basis, to support the barriers that keep students from attending school, as well as provide parents the information about resources that can support their families. Communication takes the</p>		<p>0 Other 2000-2999: Classified Personnel Salaries Academic Specialist-Outreach Assistant 0 None Specified</p>

	<p>form of phone calls, What's App, and emails. Our Outreach Assistant supports families by accessing our weekly newsletter, setting up email addresses, notifying parents of upcoming professional development, and parent committee meetings. Our Outreach Assistant engages families in attending school committee meetings, such as ELAC and PFA, SSC, and supports parents in learning how to navigate the parent Portal in Q, the EL software to support students in learning english(Smarty Ants and Imagine Learning) , as well as SeeSaw, Canvas. Our Outreach Assistant coordinates resources for our families throughout the school year, such as JC Penny Operation School Bell (sponsored by Assistance League of Thousand Oaks), Holiday Gifts, and School Supplies. Our Outreach Assistant encourages attendance through weekly phone calls to families to support information about school and resources to ensure students attend school. Our Outreach Assistant is housed in our Maple Mariposa Parent Center, established in August 2021.</p>		<p>None Specified Burlington Coat Factory Clothing Donations</p>
3.8	<p>English Language translation is an asset to our school. Our Bilingual facilitator, Bilingual Para, and Office Assistant, along with our Outreach Assistant, provide our families with access to information through translating phone class, emails, presentations, IEP meetings, Student Support Team Meetings, 504 Meetings, and Parent Teacher Conferences/Back to School Night. There is also translation available during all Parent Meetings and Special Education Advisory Meetings. Communication with parents takes the form of in-person conversations, as well as remote conversations.</p> <p>ELAC Meetings will take place at least 5 times a year, in the Maple Mariposa Parent Center or MPR. Topics include, but are not limited to topics around attendance, supporting students at school, software, health, nutrition, parenting, ELPAC Testing, and how to read to students. Maple families are also invited to participate in the Outreach Meetings held throughout the school year.</p>		<p>0 Other 2000-2999: Classified Personnel Salaries Bilingual Facilitator 0 Other 2000-2999: Classified Personnel Salaries Bilingual Paraprofessional 0 0010 2000-2999: Classified Personnel Salaries Translation for meetings</p>
3.9	<p>District Technology Specialists are available to support families, (including GATE, EL, SED, SWD, and Homeless/Foster Youth), at the school sites with questions about device and connectivity, or the need for internet support of a HOTSPOT. The District Technology TOSA and Technology Specialist supports each site with all technology questions.</p>		<p>0 None Specified 2000-2999: Classified Personnel Salaries District Technology Specialist and Technology TOSA</p> <p>Technology Devices</p> <p>Hotspots</p>
3.10	<p>Social emotional support is provided to our students, (including GATE, EL, SED, SWD, and</p>		<p>0 Other</p>

	<p>Homeless/Foster Youth), staff, and families through the support of a social worker, and a school based counselor. The social worker supports our families with accessing resources, supporting families with barriers to attendance, and providing stability at home.</p> <p>Our School-based counselor/Wellness/ DIS Counselor provides weekly social emotional curriculum for our staff to implement, conducts one-one counseling meetings in person, as well as small group counseling. Our school counselor also oversees and teaches the Stand Proud Curriculum for our 5th graders. Teachers are provided videos from the counselor, supporting weekly lessons on district wide SEL topics. Teachers also host community circles and classroom discussions to allow students to share their feelings, learn communication skills, and problem-solve a variety of topics together.</p>		<p>1000-1999: Certificated Personnel Salaries School Counselor 0 Other 1000-1999: Certificated Personnel Salaries Wellness Counselor 0 Other 1000-1999: Certificated Personnel Salaries DIS Counselor 0 Other 5000-5999: Services And Other Operating Expenditures Stand Proud-5th grade</p>
<b>3.11</b>	<p>Maple has an active parent group that meets bi-monthly, and plays a critical role in develop, implementing and monitoring goals and actions for our school.</p> <p>Parent Faculty Association meets for one Board Meeting and One General Meeting each month.</p> <p>English Language Advisory Committee meets at minimum of five times per year.</p> <p>Site Special Education Advisory Committee meets a minimum of five times per year.</p> <p>Gifted and Talented Education hosts monthly GATE Lunch Bunches for all 3rd -5th graders (including students in Shine, Remote, and Blended).</p> <p>Site Wellness Committee will be established this year to explore ways of teaching students about nutrition.</p> <p>Our School Site Council will oversee the Safety topics, including reviewing and approving the School Safety Plan.</p>		<p>0 None Specified None Specified Host and Attend Parent Committee meetings</p>
<b>3.12</b>	<p>Teacher Communication with Students, Parents, and Families includes frequent communication with families regarding student attendance, engagement, and progress. Teachers communicate via email, phone, support of Outreach Assistant, Bilingual Facilitator, School Attendance Counselor, School Counselor, and Office Personnel, in addition to using avenues such as SeeSaw and Canvas.</p>		<p>0 None Specified None Specified Ongoing Teacher communication with parents regarding student progress and classroom events</p>
<b>3.13</b>	<p>CVUSD's Title 1 Outreach Program will be hosting a series of workshops for families.</p>		<p>None Specified None Specified CVUSD's Title 1 Outreach Program-workshop series</p>

3.14	Provide opportunities for parents and students to participate in reading education nights throughout the year in order to promote increased literacy skills and parent involvement in education, by providing parents information and assistance to parents and families on how they can effectively support students at school. This is supported by Outreach Assistant and Child Care provided by classified staff, and co-facilitated by certificated staff.		500 OTRM 4000-4999: Books And Supplies ELAC Resources to support Multilingual learners and families

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We had strong participation for all parent and family engagement activities hosted this year. Our most popular event was our school-sponsored Monthly Family Picnic Lunch, where we invited our families to join their students for lunch and recess once a month. Our turn out was between 80-140 parents and family members. Our least attended event this year was our Movie Night, which used to be a popular event, but was not so this year. All of our parent events where student performed, whether at night or during the day, were highly attended. Our Back to School Picnic, Snapology Science Nights, Family Day, and Trunk or Treat were very popular.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We limited our evening Parent Family Engagement Hands On nights to two evenings this year due to available funding. Although this did not impede the participation we had, we would like to host one per month, to increase academic opportunities for parents and families to engage together in learning opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will add additional hands on learning nights for parents and families to explore the 8 Multiple Intelligences, sponsored by our school, separate from what our Maple PFA sponsors. This might include Guest Speakers, Experiences in the ARTs, additional science and math hands on projects, and more.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Increase Average Daily Attendance**  
Decrease Chronic Attendance/

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2023-2024 CA Dashboard showed that All Students and Subgroups of Students with Disabilities and White both performed in the RED on Chronic Absenteeism. English Learners, Socio-Economically Disadvantaged and Hispanic Students scored Orange on the 22-23 Chronic Absenteeism CA Dashboard. Maple Elementary is designated ATSI specifically for SWD in the area of Chronic Attendance.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Q District Pulse Report/ Q Attendance Report	<p>Chronic Attendance for 2023-2024 School Year</p> <p>27.57% (68/224 students) of students were chronically absent during the 2023-2024 school year.</p> <p>29% of Chronically absent students were in SDC classes.</p> <p>15% of Chronically Abent students were students from the Learning Center.</p> <p>53% of Chronically Absent students were English Learners.</p> <p>37% of Chronically Absent students were Socio Economically Disadvantaged.</p> <p>43% of Chronically Absent students were White.</p> <p>47% of Chronically Absent students were Hispanic.</p>	<p>Reduce chronic Absenteeism for All Students from 27.57% to 10% by the end of the 2024-2025 school year.</p> <p>Reduce % of Chronic Absenteeism for students in SDC classes from 29% (20/58) (Students with Disabilities) to 10% by the end of the 2024-2025 school year.</p> <p>Reduce % of Chronic Absenteeism for students in Learning Center from 15% (10/68%) to 10% by the end of the 2024-2025 school year.</p> <p>Reduce % of Chronic Absenteeism for English Learners from 53% (36/68) to 10% by the end of the 2024-2025 school year.</p> <p>Reduce % of Chronic Absenteeism for Students who are Socio Economically Disadvantaged from 37% (25/68) to 10% by the end of the 2024-2025 school year.</p> <p>Reduce % of Chronic Absenteeism for Students who are White from 43% (29/68) to 10% by the end of the 2024-2025 school year.</p> <p>Reduce % of Chronic Absenteeism for Students who are Hispanic from 47% (32/68) to 10% by the end of the 2024-2025 school year.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Attendance- Some or all actions are specifically meant to address and improve chronic Absenteeism for SWD in accorance with ATSI:</p> <p>Monitor the attendance of all groups at risk, (including GATE, EL, SED, SWD, African Americans, Homeless/Foster Youth, and African Americans).Continue to monitor the attendance of Students with Disabilities, as well as all students who are at risk of chronic absences. Students who feel loved and cared for at school will be more successful academically and will want to come to school each day.</p> <p>The monitoring of all students, (including GATE, EL, SED, SWD,Homeless/Foster Youth, and African Americans) is a priority, in order to determine the barriers that are keeping students away from school. Common barriers we are monitoring for are</p>		<p>0</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Attendance School Counselor</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Home visits</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Form Teacher/Parent/Student Partnerships around attendance</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>District Social Worker</p> <p>0</p>

	<p>transportation, access to internet or device, illness, social emotional needs, and lack of resources.</p> <p>Our Outreach Assistant and Office Staff continue to call absent students on a daily basis,(including GATE, EL, SED, SWD, Homeless/Foster Youth, and African Americans), to understand why they are not at school, so that we can address any barriers that exist.</p> <p>Home visits are conducted to connect with families, (including GATE, EL, SED, SWD, Homeless/Foster Youth, and African Americans), and provide students with school materials that they need.</p> <p>Maple promotes positive behavior with our Maple students(including GATE, EL, SED, SWD, Homeless/Foster Youth,African Americans), by teaching clear expectations through CHAMPS, modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students(including GATE, ELD, SED, SWD and 504's, Homeless/Foster, and African Americans. Maple hosts homework and enrichment after school activities to promote attendance and student engagement.</p> <p>Our School Counselor supports Maple teachers in providing SEL lessons to students a minimum of one to five days per week, aligned with CVUSD's goal of focusing on SEL/Attendance instruction for all students (including GATE, EL, SED, SWD, Homeless/Foster Youth, and African Americans).</p> <p>Our Attendance School Counselor meets with students weekly to promote and educate students on the importance of daily attendance and seeks to understand the barriers to attending school. Attendance counselor communicates with parents, principal, and outreach assistant, and provides professional development in the area of counseling to staff, students, and parents.</p> <p>Send home monthly attendance reports to parents along with definitions of the attendance terms used, to support an understanding of what the attendance terms mean and how all absences could contribute to Chronic Attendance.</p> <p>Include attendance information in each weekly bulletin.</p> <p>Host school incentives and celebrations for Attendance Progress during the year.</p>		<p>None Specified None Specified District Coordinator of Student Support Services 0 Other 0001-0999: Unrestricted: Locally Defined After school homework and enrichment activities/ELOP-STAR</p> <p>4000-4999: Books And Supplies Create Attendance Booklet for parents to support information about Attendance Guidelines and FAQ's</p> <p>Purchase large banners that can be displayed in front of school and on this school campus to support student awareness about the importance of attendance. Purchase incentives for students who meet attendance goals individually, grade level and school wide.</p>
4.2	Attendance		0



	<p>Provide students at Maple, (including GATE,EL,SED, SWD, and 504's, Homeless/Foster, and African Americans), the support they need to attend school each day. Monitor their social emotional well-being, health, and physical needs, so that they feel cared for at school, and feel that they have a strong support system here. Students who feel loved and cared for at school will be more successful academically.</p> <p>Home visits take place to drop off food, school curriculum and supplies, and resources to families, as well as checking in on the welfare of the students. The principal, office assistant, social worker, and school counselor do home visits.</p> <p>Maple promotes positive behavior with our Maple students (including GATE, ELD, SED, SWD, and 504's, Homeless/Foster Youth, and African Americans,) modeling, feedback, and reteaching of expectations, by focusing on developing strong classroom communities through connections circles and teaching SEL skills, and implementing the HOUSE SYSTEM. Maple also implements a restorative justice approach for all students as we strive to reduce suspensions for all students (including GATE, ELD, SED,SWD and 504's, Homeless/Foster Youth, and African Americans.)</p> <p>SHINE and LTIS TOSA supports attendance for all students participating in home school or LTIS.</p> <p>Maple will recognize weekly, monthly, trimester, and/or yearly Perfect Attendance this year. Parents will be provided with current ADA and Chronic attendance Data biweekly at minimum, along with an attendance booklet to inform them about Attendance guidelines and FAQ's,</p> <p>Principal will reach out to all groups listed who have been Chronically Absent last year, to provide high levels of support, through phone calls, meetings, and informational settings, to ensure parents are fully educated about the impact of absences on student learning.</p>		<p>None Specified None Specified Meeting individually with parents to determine what support they need from our school. Provide lists of community resources to families. 0 None Specified None Specified Collect donation for food items and nonperishable items, which can support families in need. 0 None Specified None Specified Network with Assistance League of Conejo Valley and community agencies to provide backpacks, clothes, and other resources to families in need. 0 None Specified None Specified Network with District School Service Coordinator, and school counselor, to support attendance of students in need, including home visits.</p>
4.3	Staff will participate in training to learn how to address mental health barriers that impact Attendance for some for Students with Disabilities.		0 None Specified None Specified District Special Education Staff Wellness Clinicians will train our Staff on how to address mental health barriers that impact Attendance.
4.20			

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Weekly small group and individual attendance and academic counseling was provided by our school attendance counselor. It seemed to take time for students to improve in consistently attending school. SART meetings were held with parents and school teams to support parents in removing barriers that prevented students from attending school. Attendance information was included in the parent newsletter during the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We expected a significant increase in chronic attendance due to the personal support students and parents received from our school attendance counselor. We began the year giving out weekly and monthly attendance awards and then moved to awarding Trimester Attendance awards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Chronic Attendance for ALL STUDENTS was 27.57% during 23-24 school year, an improvement of 3.03% compared to the previous year. However, this is not significant growth, since our goal is to have Chronic attendance below 10% at best. This year, we will be sending parents home weekly/biweekly attendance reports to keep them informed on how their child's attendance is this year. We will create a booklet to give parents informing them about attendance information such as truancy, average daily attendance and chronic attendance. Principal will meet with school attendance counselor and office attendance clerk to discuss procedures for receiving, documents, and addressing, and making attendance calls, so that we can hold frequent meetings and contacts with parents regarding those at risk of Chronic absenteeism. During Back to School Night. Principal and teachers will address attendance slides in the presentations. Although there is an attendance matters slide on the marquee, we will display larger banners encouraging attendance both inside of school and outside of school. Principal will present attendance awards individually and by class on a weekly basis, in order to keep daily attendance at the forefront of our students and parents. We will intentionally target each subgroup to inform parents and students about importance of attendance and support them in progress monitoring attendance throughout the year.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,004.02
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
0010	\$26,838.00
0P28 - Proposition 28	\$5,814.02
OTRM	\$16,362.00
District Funded	\$0.00
None Specified	\$0.00
Other	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$16,400.00
Title I (0620)	\$67,590.00

Subtotal of state or local funds included for this school: \$133,004.02

Total of federal, state, and/or local funds for this school: \$133,004.02

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I (0620)	67590	0.00
OTRM	16362	0.00
0010	26838	0.00
0P28 - Proposition 28	5814	-0.02

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	26,838.00
0P28 - Proposition 28	5,814.02
OTRM	16,362.00
District Funded	0.00
None Specified	0.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,400.00
Title I (0620)	67,590.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	6,361.00
1000-1999: Certificated Personnel Salaries	55,775.68
2000-2999: Classified Personnel Salaries	27,979.60
4000-4999: Books And Supplies	40,887.74
5000-5999: Services And Other Operating Expenditures	2,000.00

None Specified

0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies		0.00
0001-0999: Unrestricted: Locally Defined	0010	2,840.00
2000-2999: Classified Personnel Salaries	0010	750.00
4000-4999: Books And Supplies	0010	23,248.00
2000-2999: Classified Personnel Salaries	0P28 - Proposition 28	5,814.02
2000-2999: Classified Personnel Salaries	OTRM	12,913.58
4000-4999: Books And Supplies	OTRM	3,448.42
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00
2000-2999: Classified Personnel Salaries	Other	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00
None Specified	Other	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,502.00

4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,398.00
0001-0999: Unrestricted: Locally Defined	Title I (0620)	3,521.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	54,275.68
4000-4999: Books And Supplies	Title I (0620)	7,793.32
5000-5999: Services And Other Operating Expenditures	Title I (0620)	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,859.68
Goal 2	36,623.34
Goal 3	3,521.00
Goal 4	0.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:




- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Todd Kohn	Parent or Community Member
Melissa Belousoff	Classroom Teacher
Leslie Beaton	Other School Staff
Patty Lewis	Principal
Erin. Aviles	Parent or Community Member
Jessica Weihe	Parent or Community Member
Alma Molina	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Parent Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 4, 2024.

Attested:

	Principal, Patty Lewis on September 4, 2024
	SSC Chairperson, Todd Kohn on September 4, 2024



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)



1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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